

**2019-2020 P-TECH and ICIA Planning Grant**

COMPETITIVE GRANT Application Due 5:00 p.m. CT, Thursday, December 13, 2018

NOGA ID [REDACTED]

Authorizing legislation GAA, Article III, Rider 67, 85th TX Leg, Regular Session, 2017, and TEC §§29.551-29.556 and §29.908

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue

Austin, TX 78701-1494

Grant period from **March 1, 2019 - August 31, 2020**☒ Pre-award costs are not permitted.**Required Attachments**

Attachment 1: Documentation of Collaboration

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds): [REDACTED]

Applicant InformationOrganization **Laredo Independent School District** CDN **240901** Vendor ID **1746001580** ESC **1** DUNS **057570640**Address **1702 Houston St.** City **Laredo** ZIP **78040** Phone **956-273-1401**Primary Contact **Rogelio Garcia** Email **rogarcia@laredoisd.org** Phone **956-273-1861**Secondary Contact **Cassandra Mendoza** Email **cmendoza@laredoisd.org** Phone **956-273-7400****Certification and Incorporation**

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name **Dr. Sylvia G. Rios** Title **Superintendent of Schools**Email **sgrios@laredoisd.org** Phone **956-273-1401**Signature  Date **11-13-18**Grant Writer Name **Scott Roberts** Signature  Date **11-13-18**☒ Grant writer is an employee of the applicant organization. ☐ Grant writer is **not** an employee of the applicant organization.

Application stamp-in date and time

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Shared Services Arrangements

SSAs are not permitted for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Creation of College/Career Pathways identified in our current regional high-growth, high-demand, high-wage, emerging occupations and their related programs of study.	Establishment of partnerships with the Local Workforce Solutions Board, Laredo College, Texas A&M International University, Texas A&M Kingsville, and Business Partners to formulate and create proposed College/Career Dual-Credit plan for P-TECH at J.W. Nixon High School leading students toward attainment of an Associate Degree and Industry Certification in Criminal Justice/Law Enforcement.
Implement/develop data driven strategies based on the occupational trends to target high-growth, high-demand and high-wage and emerging occupations by identifying/planning to design and implement P-TECH.	Enhance existing dual-credit, AP, industry certification, and degree offerings to build capacity and create new pathways in emerging local high-growth, high-demand and high-wage occupations in our Criminal Justice/Law Enforcement professions.
Begin the process of engaging in assessing the current state of current programs as compared to the P-TECH blueprint benchmarks	Initiate a comprehensive program needs assessment and develop an action plan that incorporates the assessment of current programs and comprehensive needs assessment. Begin to implement action plan for the 2019-2020 school year.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

The SMART goal for Pathways in Technology Early College High Schools (P-TECH) Planning/Execution is to develop/implement strategies and college/career pathways to target high-growth, high-demand, high-wage and emerging occupations creating pathways at J.W. Nixon High School for P-TECH that are critical to state, regional, and local economies, and student academic success by providing opportunities to receive industry credentials and associate degrees. The P-TECH strategies are aligned to the marketable skills as identified in our areas high-demand occupations, Texas Accountability Intervention System (TAIS), state standards, district goals, instructional pedagogies, school improvement initiatives, program-specific provisions, assurances, program and statutory requirements.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

Establish a Leadership design team and begin development of campus needs assessment for completing the implementation plan for the 2020-2021 and to establish foundational elements such as College and Business Partnerships established by articulation agreements (MOU's), Advisory Council or site-based decision making committee (SBDM), and Project Coordinator to align with the P-TECH Blueprint. The P-TECH foundational components will consist of the school design (School-within-a-school model), recruitment strategies that includes open enrollment, business partnership agreements, details on course crosswalk of dual-credit courses and sequence leading to an associate or bachelor degree and industry-based certifications earned, along with work-based learning opportunities for participating students at every grade level and specific activities that are planned to engage the target population served that will address regional workforce needs.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

Progress reports for students engaged in dual-credit coursework & industry certification programs to ensure fidelity in program outcomes and providing relevant feedback as to program progression. Examination of curriculum alignment, instructional materials or equipment, programs offered and course of study that fall within the developed instructional calendar, student enrollment, attendance, grading or testing periods and policies along with state-wide assessment review. Have established Advisory Council monthly meetings and engage with Technical Assistance Provider to ensure fidelity of implementation planning and execution. Begin recruitment of students into P-TECH with orientation for students and parents along with college and industry partners in order to develop wrap-around strategies and services to strengthen social/emotional skills and academic supports necessary for students to be successful in rigorous academic and work-based educational experiences.

Third-Quarter Benchmark

Establish work-based learning framework with flexible class scheduling that includes real-world experiences that connect the classroom to learning that ultimately provides for students being exposed to career options at no cost for participating students. Establish employer partnership articulation that gives priority status to students for interviews that have completed program requirements and meet minimum job qualifications. Establish data reports of projected enrollment & student demographics, required postings on the schools web-site to include: 1. Leadership design team meeting dates, agendas, & meeting minutes; 2. Approved implementation plan; 3. enrollment guidelines; 4. recruitment plan including methods, materials, & activities; 5. signed & dated list of high-demand occupations & programs/courses of study leading to these occupations; 6. signed & dated MOU with business partner; 7. signed & dated MOU & articulation agreement with institutes of higher learning; 8. program of study & crosswalk of structured course sequence; & 9. Wrap-around services.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The evaluation & modification will be based on the types of data identified that will be of up most importance to the project design & outcomes that include the following Data Collection Criteria: 1) State assessment results; 2) District & Campus benchmark assessments; 3) standardized open-ended interviews/surveys of teachers, students, parents, administrators, & business partners; 4) classroom observations by evaluator(s), staff, & administrators; 5) Number/percentage of participants served, sub-populations served by grade level; 6) Number/Percentage of teachers participating in P-TECH who receive 20 hours or more professional development that is sustained & intensive; 7) Number/Percentage of teachers that show a significant increase in content knowledge through advanced certifications received; 8) Number/Percentage of students completing certification, TSI, college course credits, and/or work-based education; 9) Number/Percentage of business partnerships through written agreements established during project implementation; & 10) review of project level data throughout the project. The action planning will incorporate identified critical success factors (CSF's) to create situational awareness in key areas for targeted growth critical to state, regional, & local economies, & student academic success & will provide resources needed for students to become successful & the program to have access & availability to the latest technologies, labor markets, & career information. These innovative practices following the P-TECH Blueprint will allow for the application of the CSF that are evidence-based enhancing student acquisition of academic, technical skills, & acquiring knowledge in their chosen industry cluster program of study including: (1) Improving Academic Performance; (2) Increasing the Use of Quality Data to Drive Instruction; (3) Increasing Leadership Effectiveness; (4) Increasing Learning Time; (5) Increasing Parent/Stakeholder Involvement; (6) Improving School Climate; & (7) Increasing Teacher Quality. Analysis for formative evaluation on qualitative & summative evaluation on quantitative data proposed versus actual implementation of P-TECH activities, accomplishments & challenges encountered during implementation, activities, & lessons learned. The outcome measures will be disaggregated & analyzed by industry cluster, business partnerships, students served, grade level, individual teachers, academic area results, student cohorts, special pops, ELL, & compared with other high need schools. disaggregation of data will be broken down by objective, student, & demographics.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check each of the following boxes to indicate your assurance.

- ☒ Program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds; state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds; program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ Applicant agrees to track and report all Performance Measures defined in the 2019-2020 P-TECH and ICIA Planning Grant Program Guidelines and shall provide TEA any performance data necessary to assess the success of the school.
- ☒ Grantee will develop a P-TECH and ICIA Implementation Plan, based on the P-TECH and ICIA Blueprint and in the template format to be provided by TEA, which will be submitted to TEA for review and approval prior to applying for the 2019-2020 P-TECH and ICIA designation.

THE FOLLOWING ASSURANCES ARE REQUIRED BY STATUTE:

- ☒ P-TECH and ICIA schools will provide participating students with flexibility in class scheduling and academic mentoring.
- ☒ The P-TECH and ICIA school will be open enrollment. Enrollment decisions will not be based on state assessment scores, discipline, history, teacher recommendations, minimum grade point average (GPA) or any other criteria that create barriers for student enrollment.
- ☒ The P-TECH and ICIA schools will allow participating students to complete high school and, on or before the sixth anniversary of the date of the student's first day of high school: receive a high school diploma, an associate degree, a two-year postsecondary certificate, or industry certification; and complete work-based education through an internship, apprenticeship, or other job training program
- ☒ P-TECH and ICIA programs will be provided at no cost to participating students.
- ☒ P-TECH and ICIA schools will ensure that the students are entitled to the benefits of the Foundation School Program in proportion to the amount of time spent by the student on high school courses, in accordance with rules adopted by the commissioner, while completing the program/course of study established by the applicable IHE articulation agreement or Industry/Business Partner memorandum of understanding.

Statutory Requirements

1. Describe the recruitment and enrollment plan. Include a general timeline and describe the specific activities planned to serve the target population.

The recruitment & enrollment plan will begin each spring semester beginning the 2019-2020 school year for the 2020-2021 school year. Teachers and staff will engage in recruitment activities at each of the middle school campuses for eight graders considering attending the J.W. Nixon HS P-TECH program. In addition, students and parents will be invited to an open house in order to engage with teachers and staff about the program, its structure, the requirement, and program benefits. A standard application process will provide students and parents with the opportunity to complete the application and the students will be selected through open enrollment and if there are more applications than slots available a lottery system will be implemented for the selection process providing a fair and balanced selection process for the program candidates. The P-TECH school-within-a-school model will provide a seamless transition between middle school, high school, college, and the workforce by closing the gaps that inherently affect student academic performance, college/career readiness, & future employment opportunities. The introduction of advanced technology, simulation, and training tools that are uniquely relevant to help students understand the concepts and skills associated with high-growth, high-demand, high-wage, & emerging occupations will seek to increase student awareness of related careers through the opportunity to take dual-credit & articulated courses to obtain an industry certification, associate & bachelor degree. This plan will build organizational capacity & provide greater operational flexibility & opportunities for sustained strategies to target P-TECH programs that align to student academic and career success.

Statutory Requirements (cont'd)

2. Describe the course of study that the school is planning to offer and how it expands upon current offerings. Include how the course of study will enable a student to combine high school courses and postsecondary courses and identify crosswalks, sequence of courses, degrees/certificates/certifications earned, and work-based education that will be available to students at every grade level. Describe how the selected course of study will address regional workforce needs.

The articulated courses for dual-credit & certification programs that enable students to get personal training & experience from the expert instructors & allows for students to receive their certifications prior to high school graduation & credits toward an associate or bachelor degree as well as work-based educational experiences. Students also receive technical dual credit while obtaining their certifications. The current workforce needs in the South Texas border area is being addressed with a collaborative team effort with our local & regional workforce development board and Laredo College to define the regional needs & provide a structured path to certifications & associate or bachelor degrees to fill high-growth, high-demand, high-wage & emerging occupation workforce needs. The Industry Clusters that this funding will target under P-TECH include the following: Occupation SOC code Detectives and Criminal Investigators (33-3021), Police and Sheriff's Patrol Officers (33-3051), Accountants and Auditors (13-2011), Correctional Officers and Jailers (33-3012). J.W. Nixon HS P-TECH program is planning to offer program/course of study in the Principles of Law, Law Enforcement 1, Introduction to Criminal Justice, Criminal Justice Analysis, Ethics in Criminal Justice, Correctional Systems and Practices that are dual credit articulated courses with Laredo College leading to a security officer certification & associate degree. South Texas has had a huge demand for Criminal Justice/Law Enforcement Officers in recent years has increased the local & regional demand for skilled Criminal Justice/Law Enforcement Officers that correlate with Occupation SOC code: Detectives and Criminal Investigators (33-3021), Police and Sheriff's Patrol Officers (33-3051), Accountants and Auditors (13-2011), Correctional Officers and Jailers (33-3012) in high-growth, high-demand, high-wage & emerging occupations in Industry Clusters.

The J.W. Nixon HS P-TECH Leadership Exploratory Team based its initiatives & decisions using Labor Market & Career Information on high-growth, high-demand, high-wage & emerging occupations identified by the Workforce Solutions for South Texas Development Board as a Board Area Target Occupation List & will allow the campus to expand its P-TECH Program facilitating a pathway to an associate degree or bachelor degree in Criminal Justice/Law enforcement. J.W. Nixon High School is planning to offer additional courses and expand upon the current course current offerings. The course of study will enable students to combine their high school courses and postsecondary courses by the following identified crosswalk that includes the sequence of courses and the degrees/certificates/certifications the student will have opportunities to earn along with the development of work-based educational partnerships that will be available to students at every grade level. The selected course of study addresses a much needed regional workforce occupations as set forth in the Texas Career Check top 25 jobs in the South Texas Region Lower and Middle Rio Grande region.

Course Programs of Study:

- 1) Private Security/Security Guard Certificate - Laredo College and eligible to continue working toward Associate degree in Criminal Justice/Law Enforcement or acceptance to the Police Academy; and
- 2) Cyber-Security Certificate - Laredo College and eligible to continue working toward Associate degree in Criminal Justice/Law Enforcement, or Associate or Bachelor degree in Computer Science.

Additionally, each student after working toward their associate in Criminal Justice/Law Enforcement will have the opportunity to consider pursuing a bachelor degree at TAMU with a bachelor in Criminal Justice or a bachelor in Pre-Law. In addition, J.W. Nixon plans on implementing work-based educational opportunities to students engaged in the P-TECH program. At each grade level all courses are or will be articulated with equivalent college credited dual-credit course work leading to at minimum a certificate and associate degree in Criminal Justice/Law Enforcement.

Statutory Requirements (Cont.)

3. Name the IHE and describe how the proposed program will meet the requirements for the partnership, as described on page 8 in the 2019-2020 P-TECH and ICIA Planning Grant Program Guidelines.

J.W. Nixon High School has directly worked with Laredo College in establishing an articulation agreement for dual-enrollment courses that are aimed at industry certification and eligibility to continue working toward an Associate degree in Criminal Justice/Law Enforcement. In order to meet the requirements Laredo ISD in conjunction with J.W. Nixon High School and Laredo College have engaged in communications to establish criteria to meet all P-TECH requirements including the recruitment and open enrollment planning, program/course of study necessary that combine high school courses and post secondary courses in grades 9-12 with identified dual-enrollment crosswalks, sequence of courses, degrees/certificates and certifications earned while in the program along with work-based educational opportunities available to students at each grade level of the program that addresses regional workforce needs. Laredo College is a regional accredited institution recognized by the following entities: • Accreditation Council for Occupational Therapy Education; • The Southern Association of Colleges and Schools Commission on Colleges to award associate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Laredo College.; • The Texas Higher Education Coordinating Board; • The Texas Education Agency; • National Accrediting Agency for Clinical Laboratory Sciences; • National League for Nursing, Accrediting Commission; • Joint Review Committee on Education in Radiologic Technology; • Commission on Accreditation in Physical Therapy Education; • Board of Nurse Examiners; • Department of State Health Service; and • Texas Department of Human Services, Nurse Aide Training.

The articulation agreement (MOU) with Laredo College outlines the post-secondary training and educational opportunities provided for Laredo ISD students and includes the a) curriculum alignment; b) instructional materials; c) instructional calendar; d) programs and course of study leading to certification and/or degree; e) student enrollment and attendance criteria; f) grading periods and policies on grading criteria; and g) the administering of statewide assessments.

4. Name the regional industry or business partner and describe how the proposed program will meet the requirements for the partnership, as described on page 8 in the 2019-2020 P-TECH and ICIA Planning Grant Program Guidelines.

J.W. Nixon High School is in the process of establishing a greater collaborative approach with business partnerships & is still expanding on creating business alliances that allow our students to receive work-based training or education as well as priority in interviewing after completing certification, coursework, & internship programs with our current community & business partners. Currently, our industry partners (Webb County Sheriff's Department Explorer, Laredo Police Department Explorers program, Laredo ISD Police Department, and U.S. Border Patrol Explorers) along with Workforce Solutions for South Texas assists with curriculum development, Job Placement, Advisory Board, building on additional business partnerships to support relevant & frequent industry experiences for students participating in dual-credit receive valuable skills in internship positions with current business partnerships. Student interns that have completed their security guard certifications go & complete their last course with an internship as part of their curriculum to complete the final phase of their certification. The business partner will typically offer that student at least a part-time positions or help seek out employment. A student is assigned a mentor while completing their internship requirement & in some cases are given a mentor that is a previous graduate of the program meaning they are well aware of what the students opportunities are & what to expect while in the program from personal experiences. All industry partnerships under the (P-TECH) will enter into MOU's with our business partners ensuring our business partners provide all participating students access to educational and work-based training programs for every grade level & that our students receive first priority in interviewing for positions in which our students are qualified for that will be available upon the student's completion of program requirements. Each MOU stipulates that students will have access to appropriate work-based educational opportunities at each grade level that address regional workforce needs. Each MOU will be reviewed every two years and updated.

TEA Program Requirements

1. Describe the current leadership team. Include a list of the individuals and their titles, along with how often the leadership team will meet, the dates of meetings that have already been held, any upcoming meetings, and agenda topics.

J.W. Nixon's Leadership Team – will be engaged in (P-TECH) model planning & execution, monitor blueprint progress & implementation, problem solve, make course corrections, data collection, evaluation, agreement reviews, wrap-around strategies & services, & ensure compliance of the program & statutory requirements with regards to all factors necessary to carry out the program intent.

The individuals that are part of the J.W. Nixon Leadership Team include: 1) Dr. Gerardo Cruz, Assistant Superintendent for Curriculum and Instruction; 2) Mr. Israel Castilla, Director for Secondary Education; 3) Deans/Instructional Specialists; 4) Mr. Rogelio Garcia - CTE/CCMR Director; 5) Ms. Cassandra Mendoza, Campus Principal; 6) Asst. Principals; 7) Counselors; 8) Master Teachers; 9) Parent Liaison; 10) Academic & Non-Academic Teachers; 11) Laredo College liaison; 12) Mr. Rogelio Trevino, Exec. Director - Workforce Solutions for South Texas; 13) Business industry partner liaisons; & 14) Rosaura Rodriguez, Exec. Director - Communities in Schools. J. W. Nixon High Schools Leadership Team – All members of the Leadership Team including the Laredo College Liaison & the Business Industry partner liaison have decision making authority regarding all aspects of the P-TECH a program.

The leadership team is intended to meet on a monthly basis when possible typically on the second or third Tuesday of the month depending on the instructional calendar and agenda topics typically address academic progress, attendance, discipline, campus initiatives, testing, dual-credit, advanced placement AP, certifications, degree plans, internships, externships, & providing students gainful employment in our local and regional area via current business partnerships. Students are supported both academically and social/emotionally through wrap-around services.

2. Describe the current wrap-around strategies and services the campus is offering, as well as the additional strategies and services that are planned to support P-TECH.

Laredo ISD works directly with community outreach & non-profit organizations along with internal support structures to provide our students with sound academic & social/emotional supports through wrap-around services that are provided in numerous ways. Students are supported both academically and social/emotionally via our teacher/student mentor program, parental involvement, academic deans, guidance counselors, career counselors, & through our community partnerships that strengthen our capacity to provide a nurturing environment for our students to become college & career ready. Weekly one-on-one interactions with guidance counselors allow our students to engage in social/emotional conversations that help our students academic & individual well-being by our counselors lending themselves to the students regularly. Each of our students are also assigned a digital device that allows them extended learning time beyond the class-room as well & allows them to also communicate more effectively with teachers, mentors, & fellow students in their areas of study. Our community outreach services provides opportunities for our students to have wrap-around services provided through our partnerships with organizations such as Communities-in-Schools, Bethany house, South Texas food bank, Boys and Girls Club, Voz de Ninos, Habitat for Humanity, Laredo Main Street, Laredo College, Texas A&M International University, local court judges, law enforcement agencies, and other community volunteer organizations. Other strategies the campus integrates is student mentoring programs, tutoring and after school initiatives for struggling students or opportunities to receive additional training prior to taking the SAT, ACT, or TSI college entrance assessments. Students also receive services in college/career counseling, opportunities for college campus visits and recruitment from college on campus called "College Night." Parents are also recruited to become volunteers at the campus bolstering support for their child and providing much needed services for other parents as well. In addition, students are encouraged to get involved in their communities whether through community service opportunities such as Volunteer in Tax Assistance each year or at the HEB community Feast of Sharing Event. These opportunities keeps the students engaged and provides them a sense of civic duty to themselves and the community.

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

Description of Activity or Cost	Amount Budgeted
Payroll Costs (6100)	
1. Extra-Duty Pay	\$6,000
2. Stipend for teachers teaching Law Enforcement Courses	\$5,500
3.	
4.	
5.	
Professional and Contracted Services (6200)	
6. Educator Professional Development (e.g. ESC, College Board, AP, Dual Credit)	\$6,000
7.	
8.	
9.	
10.	
Supplies and Materials (6300)	
11. General consumable office supplies	\$4,000
12. Supplies necessary for handcuffs, utility belts, cameras, forensic lab kits, forensics microscopes, etc.	\$16,298
Other Operating Costs (6400)	
13. Student Travel for Conferences	\$6,000
14. Employee in State travel for PD and Conferences	\$4,000
15.	
Capital Outlay (6500)	
16.	
17.	
Total Direct Costs	47,798
Total Indirect Costs	2,202
TOTAL GRANT AWARD REQUESTED	50,000
(Total Direct Costs + Total Indirect Costs)	

CDN 240901

ATTACHMENT 1: Documentation of Collaboration

~~Use this form to document the collaboration with regional/local workforce board and/or chamber of commerce.~~

Include a regional labor market snapshot aligned with the CTE program of study described in Statutory/Program Requirement #2 on page 5 of the application. The regional/local workforce board and/or the chamber of commerce should be specifically identified and names of the individuals who collaborated with the grant applicant should be listed. Limit to one page

Laredo ISD and J.W. Nixon High School in collaboration with the Laredo College and the Workforce Solutions for South Texas Executive Director, Mr. Rogelio Trevino have examined the possible regional workforce occupations that fit with the projected alignment of dual-credit coursework and certifications for the identified industry cluster occupations as follows: The Industry Clusters that this funding will target under P-TECH include the following: Occupation SOC code Detectives and Criminal Investigators (33-3021), Police and Sheriff's Patrol Officers (33-3051), Accountants and Auditors (13-2011), Correctional Officers and Jailers (33-3012). The regional labor market snapshot for the Middle and Lower Rio Grande can be located at the Texas Workforce Commission website: <https://twc.texas.gov/partners/target-occupations#targetOccupationsByBoardArea>

The snapshot indicates the following regional labor market occupations that align with the J.W. Nixon high School and Laredo College program of study that meet statutory/ program requirement #2 as follows: Lower Rio Grande 13-2011 Accountants and Auditors; Lower Rio Grande 33-3012 Correctional Officers and Jailers; Middle Rio Grande 33-3051 Police/Sheriffs Patrol Officers; and Middle Rio Grande 33-3021 Detectives/Criminal Investigators.

J.W. Nixon HS P-TECH program is planning to offer program/course of study in the Principles of Law, Law Enforcement 1, Introduction to Criminal Justice, Criminal Justice Analysis, Ethics in Criminal Justice, Correctional Systems and Practices that are dual credit articulated courses with Laredo College leading to a security officer certification & associate degree in criminal justice. Currently, J.W. Nixon High School has an articulated dual-credit course schedule leading to a security guard certification and associates degree in Criminal Justice/ Law Enforcement

The selected course of study addresses a much needed regional workforce occupations as set forth in the Texas Career Check top 25 jobs in the South Texas Region Lower and Middle Rio Grande region.

Course Programs of Study:

1) Private Security/Security Guard Certificate - Laredo College and eligible to continue working toward Associate degree in Criminal Justice/Law Enforcement or acceptance to the Police Academy; and

2) Cyber-Security Certificate - Laredo College and eligible to continue working toward Associate degree in Criminal Justice/Law Enforcement, or Associate or Bachelor degree in Computer Science.

Additionally, each student after working toward their associate in Criminal Justice/Law Enforcement will have the opportunity to consider pursuing a bachelor degree at TAMU with a bachelor in Criminal Justice or a bachelor in Pre-Law. In addition, J.W. Nixon plans on implementing work-based educational opportunities to students engaged in the P-TECH program. At each grade level all courses are or will be articulated with equivalent college credited dual-credit course work leading to at minimum a certificate and associate degree in Criminal Justice/Law Enforcement.

The Executive Director for Workforce Solutions for South Texas, Mr. Rogelio Trevino can be contacted at (956) 794-6500 or by e-mail at Rogelio.Trevino@southtexasworkforce.org.